

Missouri School-based Substance Abuse Prevention Intervention Resources Initiative (SPIRIT)

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Missouri SPIRIT

A partnership of the Department of Mental Health, Division of Alcohol and Drug Abuse, and 5 local school districts to

- Develop and implement a comprehensive, school-based substance abuse and violence prevention and intervention initiative.



Major Goals

- Provide a continuum of services in schools including universal, selective, and indicated interventions
- Use proven, evidence-based strategies and assess their cost-effectiveness
- Maximize long-term risk reduction and support for protective factors
- Improve student performance and reduce disciplinary problems



Major Goals (cont.)

- Provide a model for other school districts
- Provide a strategy for meeting US Dept. of Education “Principles of Effectiveness” in a cost-efficient manner
- Train teachers and administrative staff on model, evidence-based programs, available services, and identification and referral of children and youth in need of services



Major Goals (cont.)

- Minimize the administrative burden to schools



THE MODEL

- Based on the Institute of Medicine's prevention schema and Hawkins and Catalano's risk and protective factors model



Institute of Medicine

- Universal Intervention
 - Targets all students regardless of risk
- Selective Intervention
 - Targets students at greater risk for initiating or continuing substance use or other problem behaviors
 - Includes early identification and referral



Institute of Medicine (cont.)

- Indicated Intervention
 - Targets students exhibiting early signs of substance use and other problem behaviors
 - Early intervention and referral



Components

➤ School districts

■ Five districts

- Knox County, entire district, k - 12
 - 516 students
- Hickman Mills (Kansas City), 3 buildings, k - 12
 - 1,386 students
- Jennings (St. Louis County), 3 buildings, k - 12
 - 1,148 students



Components (cont.)

- School districts (cont.)
 - New Madrid County, grades 5, 7 & 9
 - 328 students
 - Carthage (Jasper County), 3 buildings, k - 12, + alternative high school
 - 536 students



Components (cont.)

➤ Training

- Promising and model curricula
- Contractor, teacher, and administrator training provided by curriculum developers and trained trainers

➤ Contractor Support

- Contractor-school district collaboration
- Support for curriculum implementation
- Support for screening and referral
- Ongoing training of teachers and administrative staff



Components (cont.)

- Contractor Support (cont.)
 - School-contractor partnerships
 - Knox County-Preferred Family Healthcare
 - Hickman Mills-Swope Parkway Healthcare
 - Jennings-National Council on Alcohol and Drug Abuse, St. Louis
 - New Madrid-Family Counseling Center
 - Carthage-Community Partnership of the Ozarks



Components (cont.)

- Evaluation (Missouri Institute on Mental Health, MIMH, Children and Families...)
 - Pre- and post-testing
 - Program implementation
 - Fidelity
 - Student performance and behavior
 - Incidence and prevalence
 - Risk and protective factors



Curricula

- Curricula chosen by school districts
- ADA and CSAP-supported training on implementation of selected model programs
 - Positive Action: 4 sites
 - Peace Builders: 2 sites
 - Life Skills Training: 3 sites
 - Reconnecting Youth: 2 sites



2003 - 04 School Year

- Continue program implementation
- Continue evaluation
 - Year-one outcomes will be available before beginning of school year
- Train new teachers and other instructional staff
- Possible expansion to 6th grade in New Madrid
- Implementation adjustments as indicated and needed



Future Plans

- Present programs and outcomes at meetings of school district administrators and others (e.g., counselors and school social workers)
- Explore expansion opportunities at existing sites
- Explore financing options
- Develop model for use by districts that want to implement similar effort



Future Plans (cont.)

- Explore expansion to include community- and family-based programs

SPIRIT Evaluation

**Carol J. Evans, Ph.D.
Missouri Institute of Mental Health
Spring Training Institute
May 30, 2003**

SPIRIT EVALUATION

Common Goals

Reconnecting Youth	Positive Action	Life Skills	Peace Builder
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Family
Factors

Individual
Factors

School
Factors

Community
Factors

- Delay onset of and decrease substance use
- Reduce incidents of violence
- Improve overall school performance

SPIRIT Prevention Programs Outcomes

- **Reduce Aggression**
- **Reduce other Problem Behaviors**
- **Reduce Substance Use**
- **Increase Social Competence**
- **Improve Social Skills**
- **Improve Resistance Skills**
- **Improve Self-Concept**
- **Improve Self Management Skills**
- **Improve Academic Performance**
- **Increase School Bonding**
- **Increase ATOD Knowledge**
- **Increase Healthy Beliefs**

SPIRIT Evaluation

Methodology

Three types of data were collected:

- **Individual level**
 - **Surveys**
 - **School Records**
- **School level**
 - **Aggregate data**
- **Program fidelity**

Individual Level Data Surveys

Active Parental Consent + Child Assent

Instruments Used for Evaluation:

K - 3rd Grade —————→ Teacher Observations

4th and 5th Grade —————→ California Healthy Kids Survey

**6th - 12th Grade —————→ Missouri Student Survey +
Supplemental Survey**

School Data

By individual and aggregate:

- **Demographic Information
(gender, age, race)**
- **Grades**
- **Achievement test results**
- **School attendance**
- **Number of suspensions and acts of violence.**

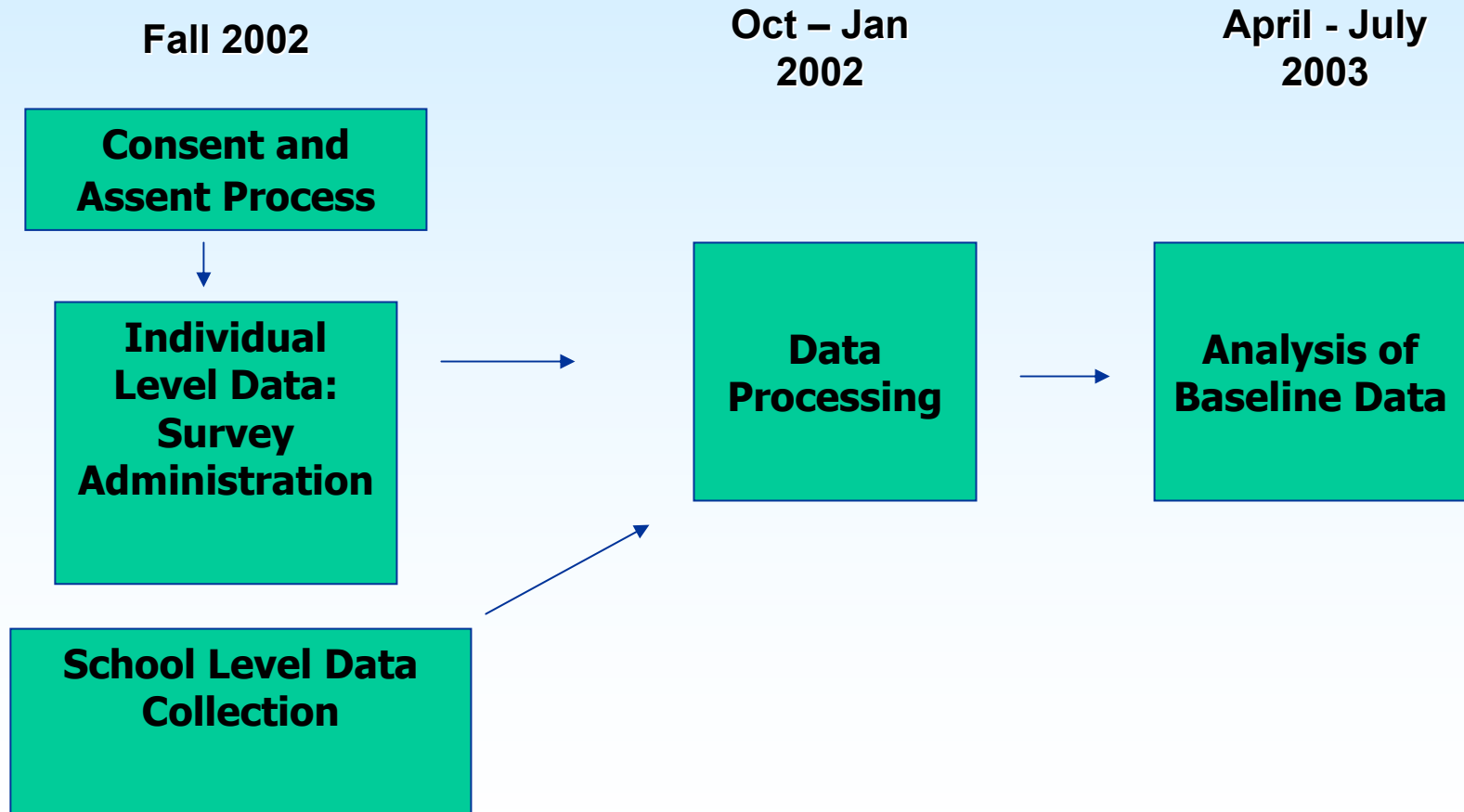
Program Fidelity

Does the replicated program model or strategy agree with the specifications of the original (CSAP)?

Fidelity Indicators for SPIRIT

- **Fidelity Forms**
- **Teachers' Questionnaires**
- **Other documentation**

Baseline Data Collection Timeline



Initial Findings

District and School Level Data:

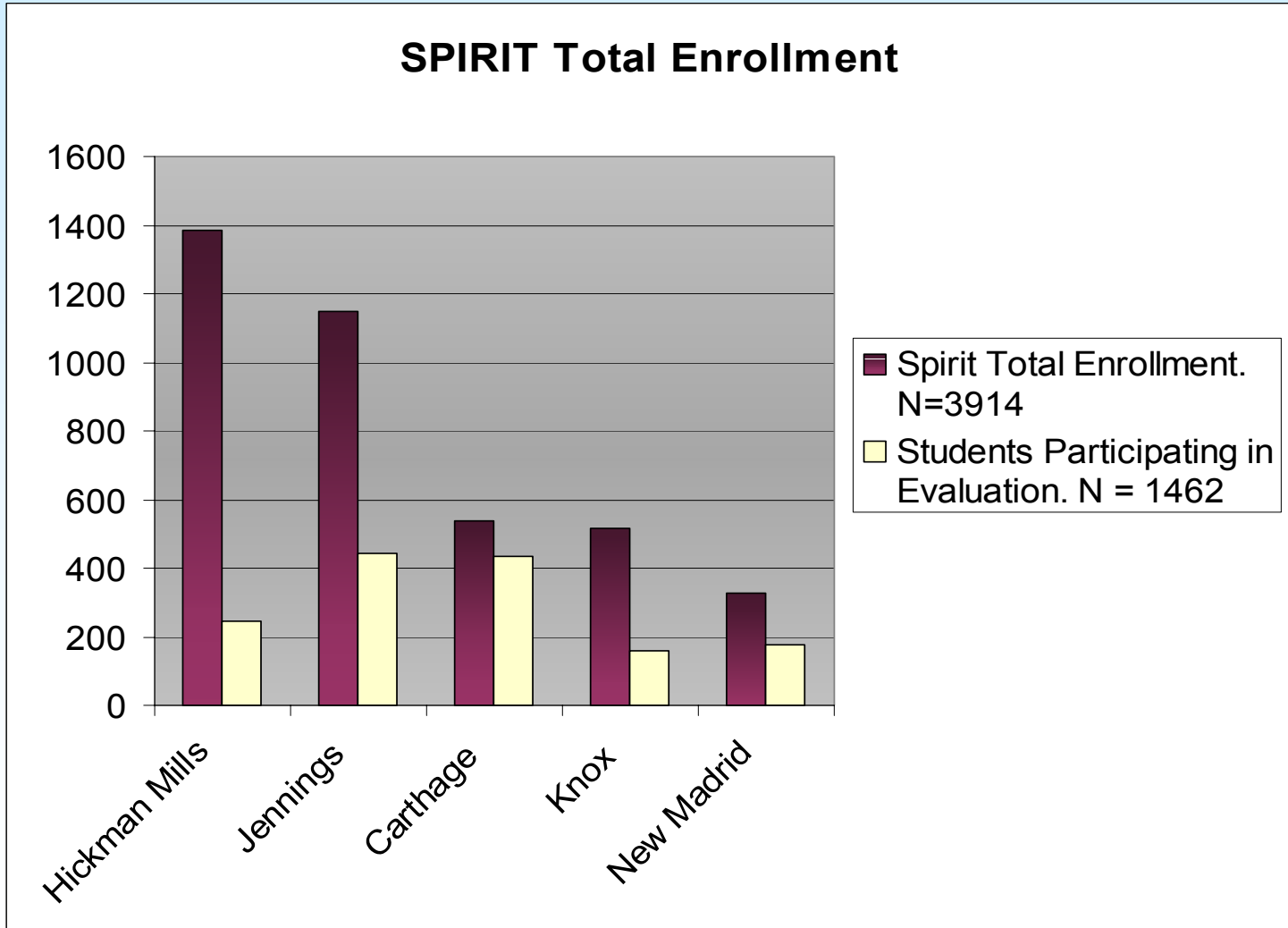
- **District Attendance and Dropout Rates**
- **District Disciplinary Incidents**
- **Demographic and Socio Economic Profile**
- **Achievement Tests Scores**

Initial Findings

Baseline Data:

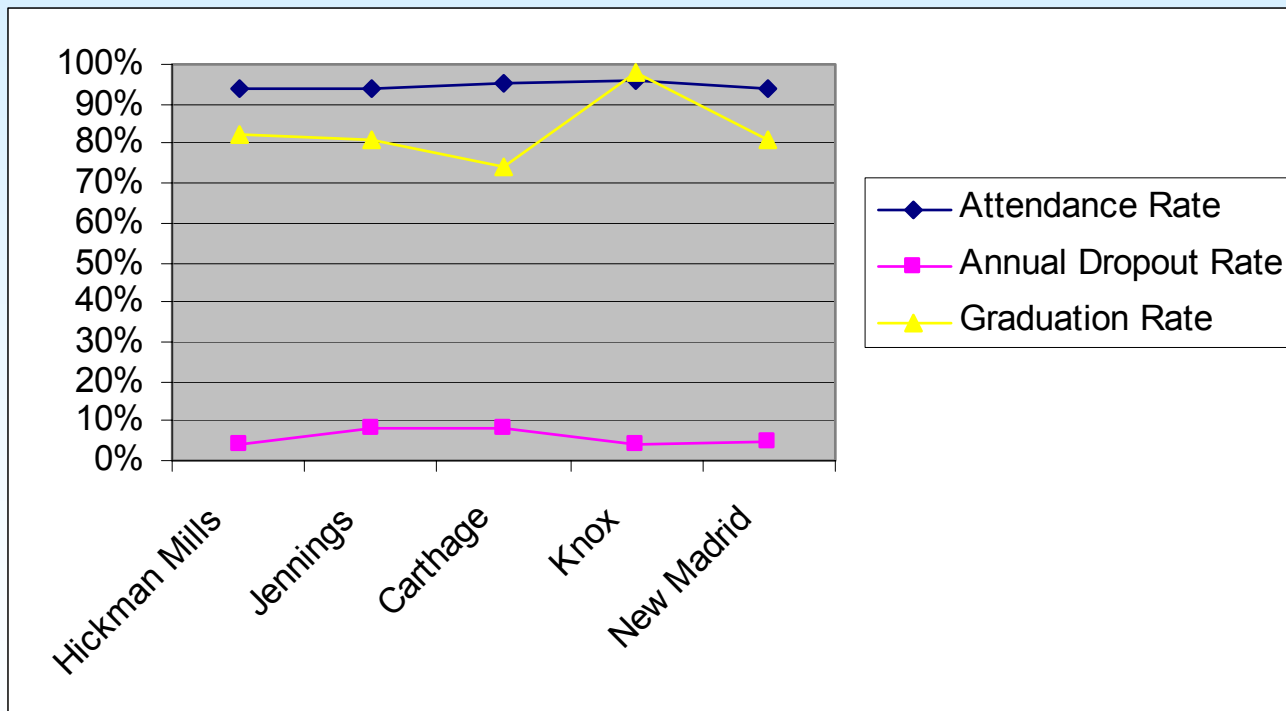
- **Demographic Profile of Participating Students**
- **Prevalence of ATOD Use (4 - 12 grades)**
- **Social Competency and Aggressiveness Scales (K – 3 grades)**

School Level Data



School Indicators

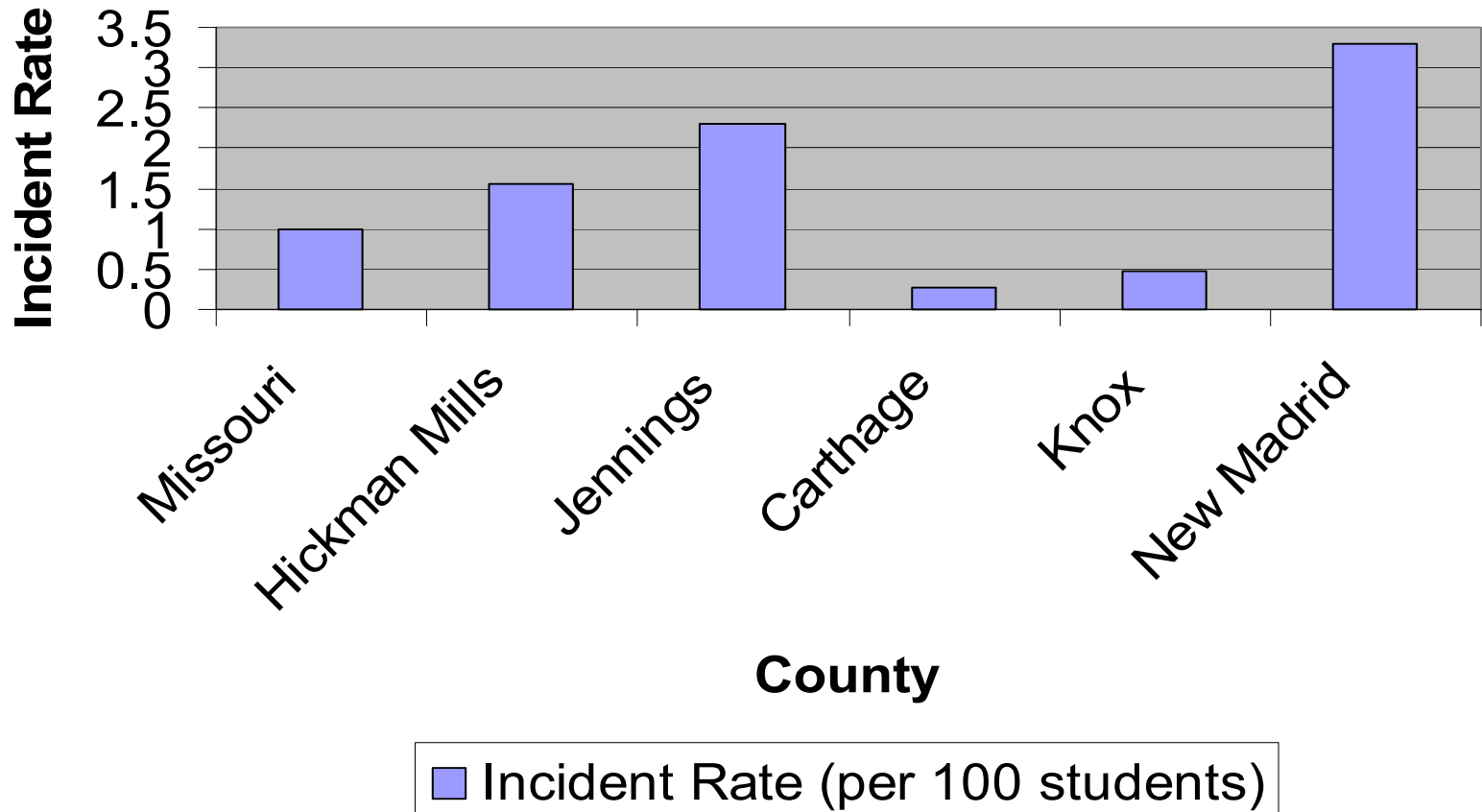
Attendance/Graduation/Annual HS Dropout Rates



Source: Missouri Department of Elementary and Secondary Education CSR 50-340.200 Annual Public Reporting of Information by Schools.

District Indicators

Discipline Incidents in 2002



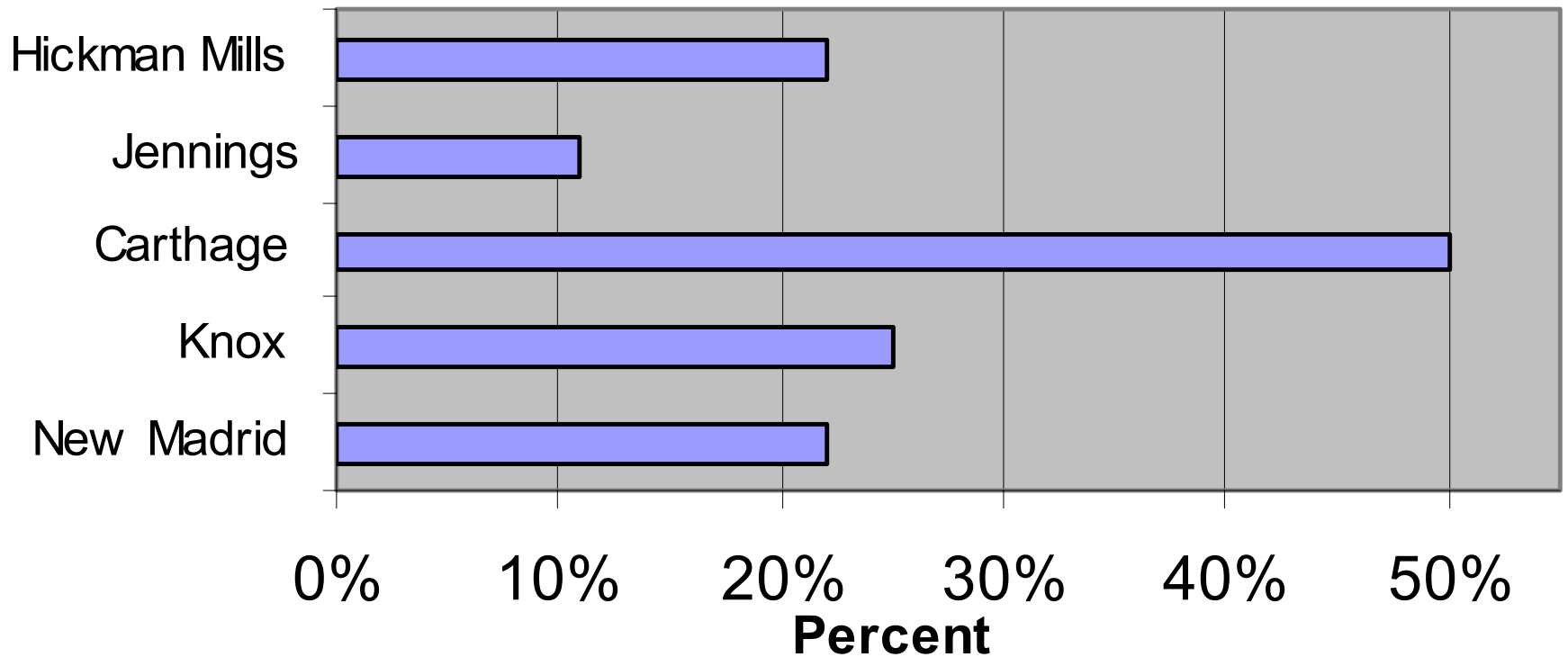
School Indicators

Achievement Scores

MAP Communication and Arts

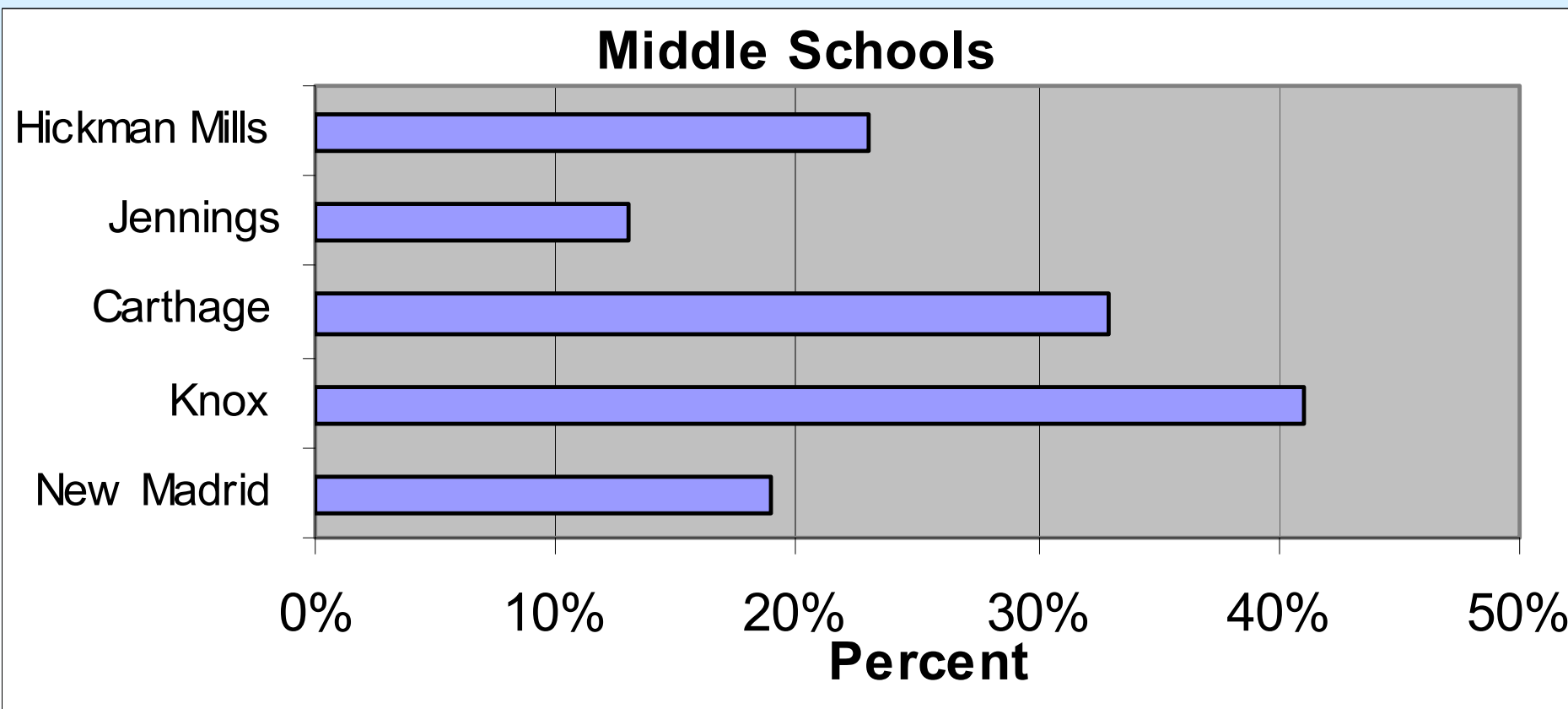
Percent of Students Meeting or Exceeding Standards

Elementary Schools



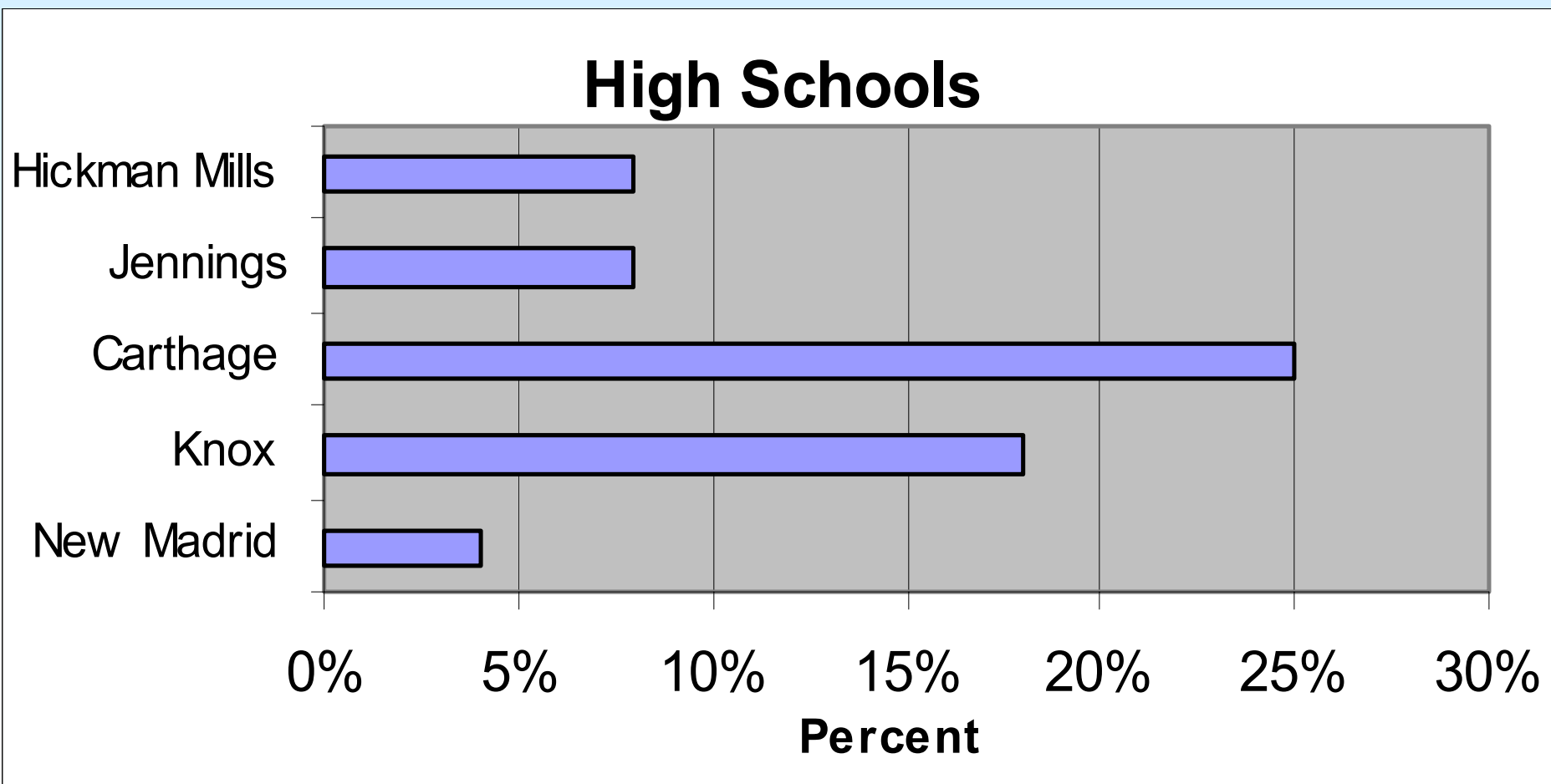
MAP Communication and Arts

Percent of Students Meeting or Exceeding Standards



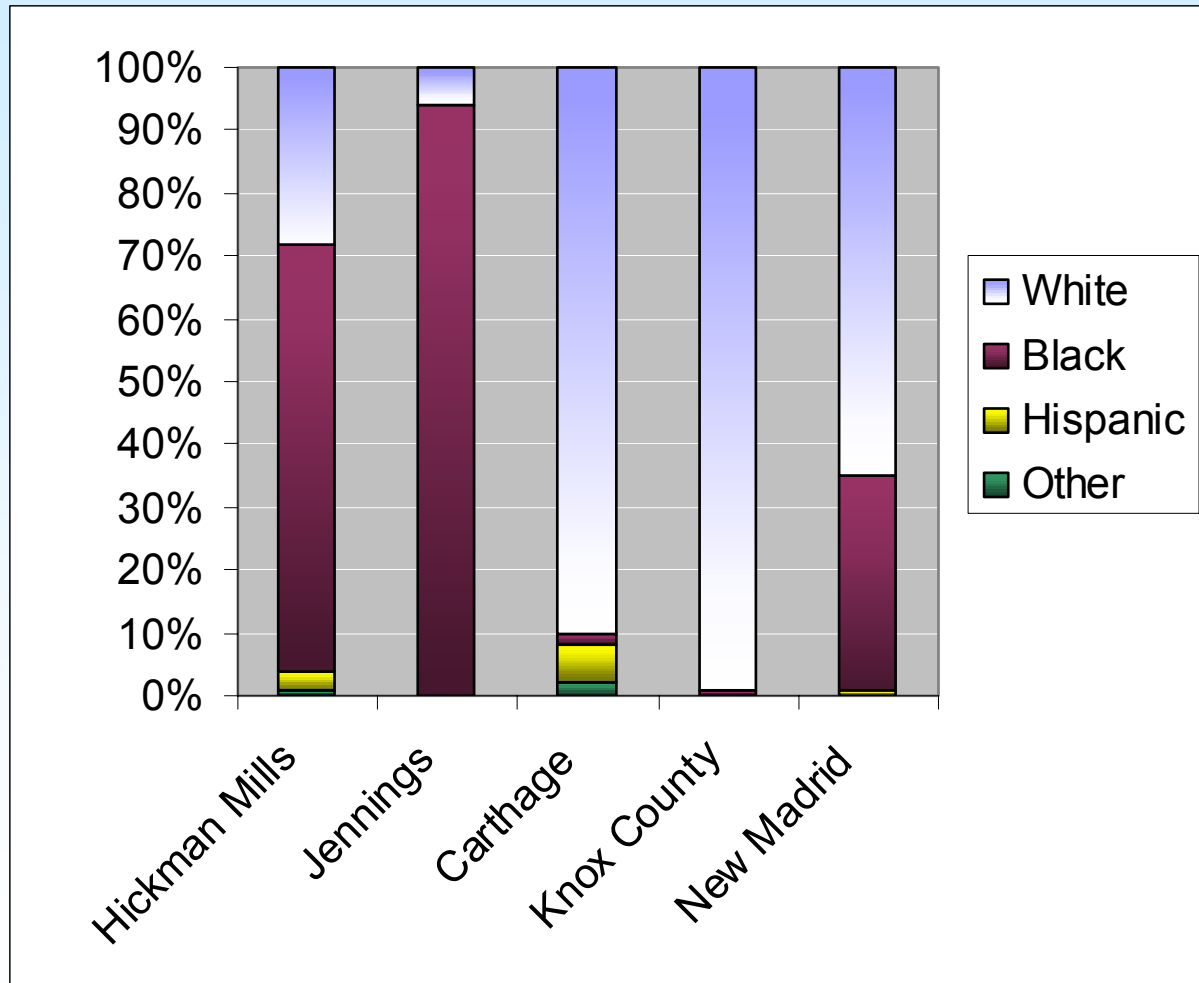
MAP Communication and Arts

Percent of Students Meeting or Exceeding Standards



School Demographics

Race Distribution by District



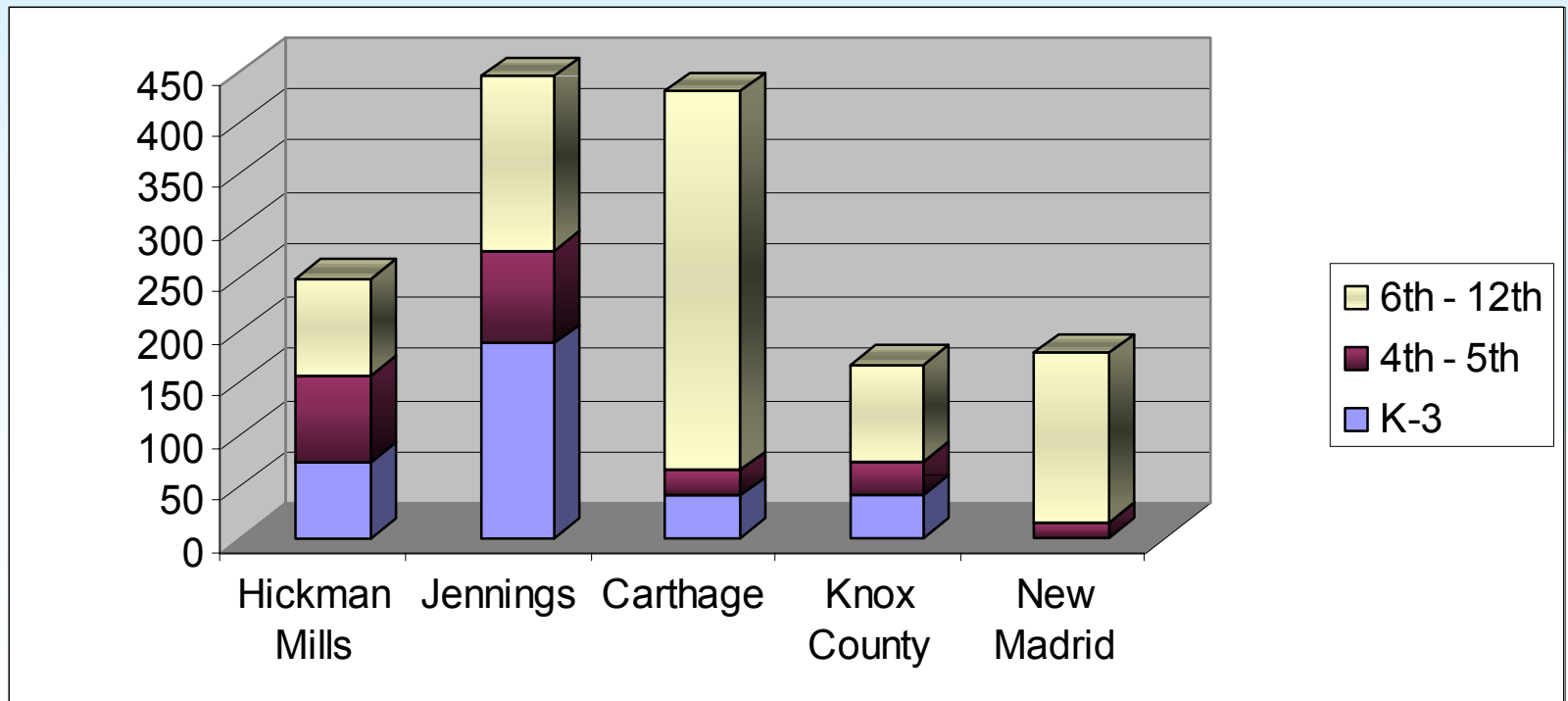
•Race information includes only schools participating in SPIRIT in each district. Information provided by the National Center for Education Statistics (NCES) from the 2000-2001 school year.

Individual Level Data

SPIRIT Students in Evaluation

Grade Distribution by District

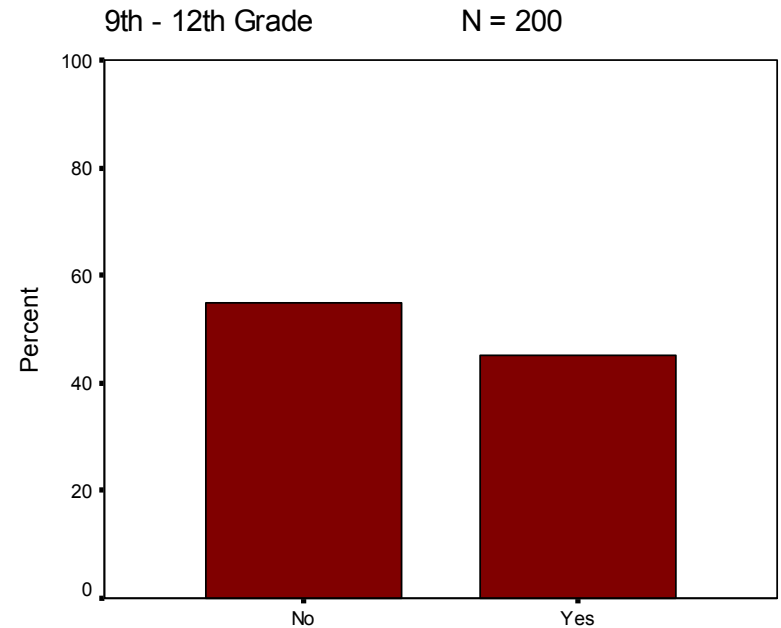
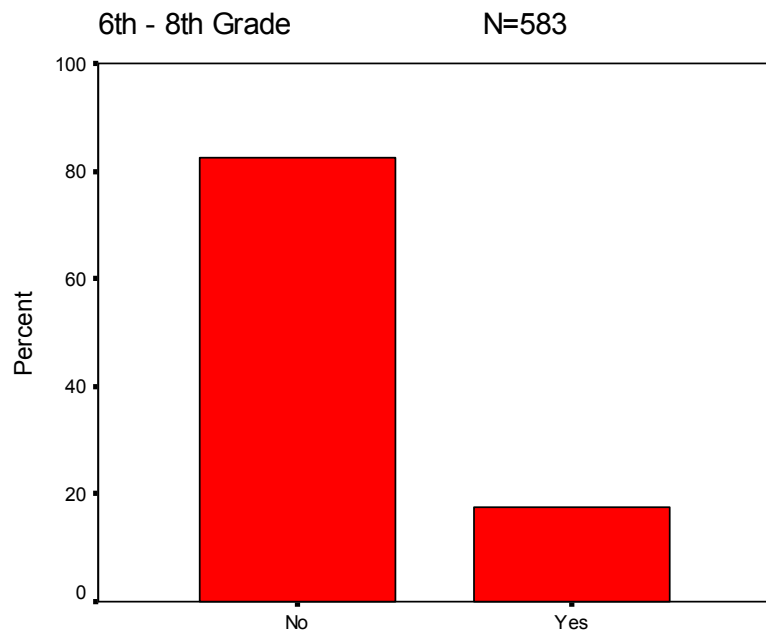
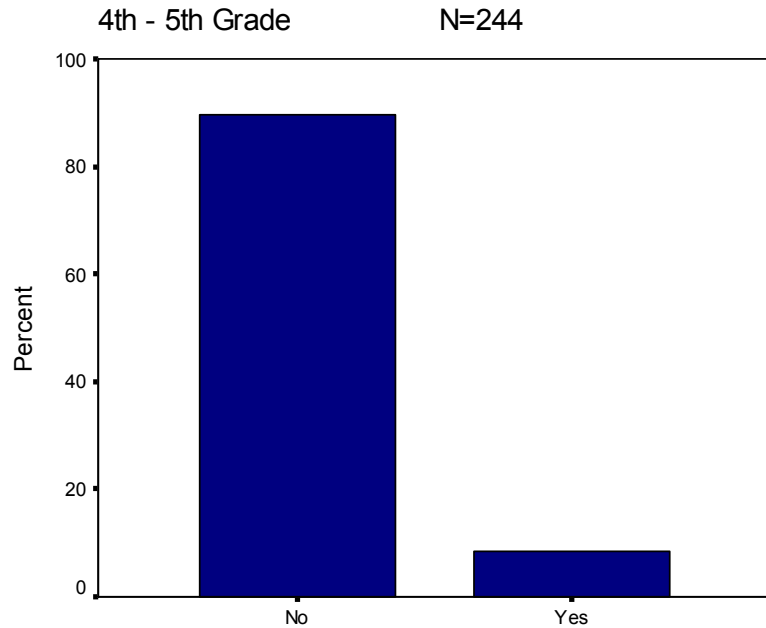
(Bars show count)



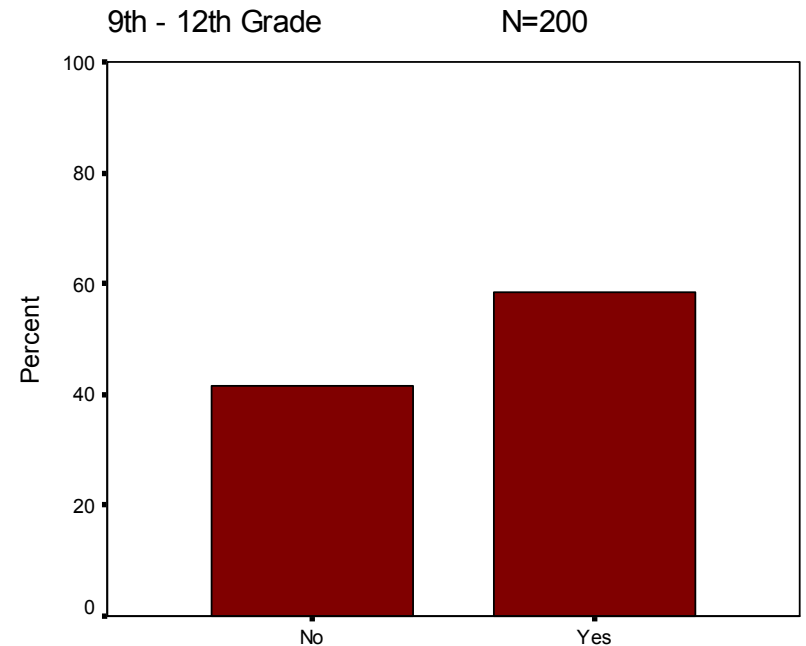
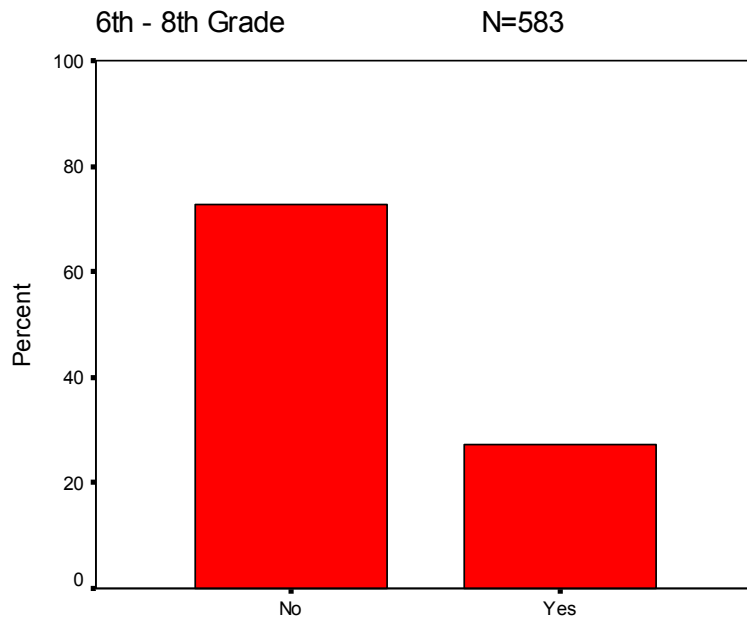
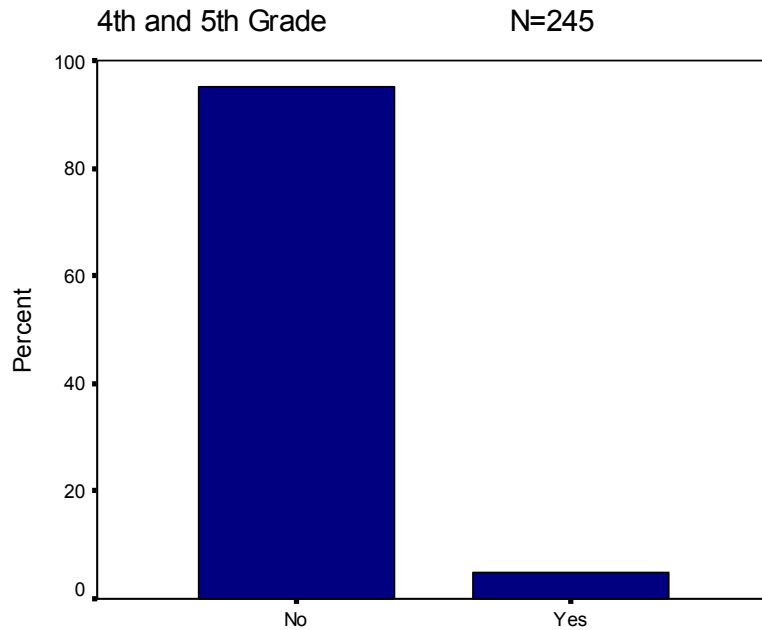
4th - 12th Graders
Selected ATOD Prevalence
Rates

Baseline Data

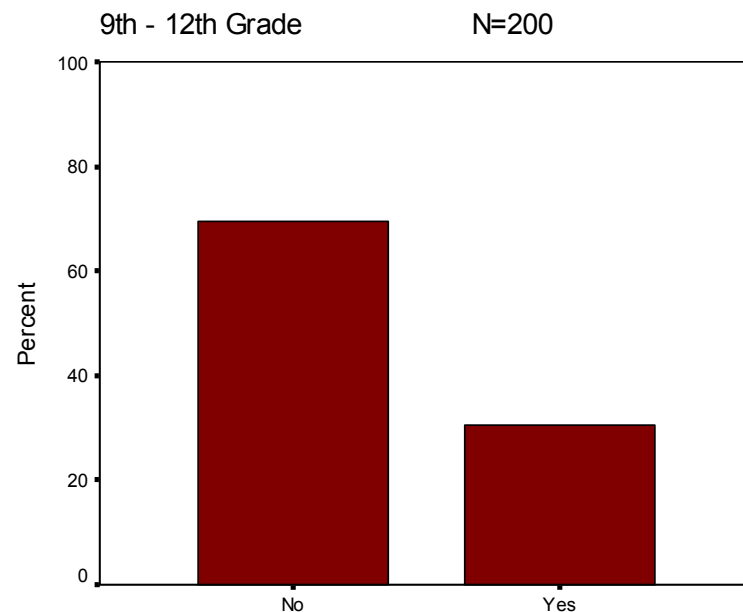
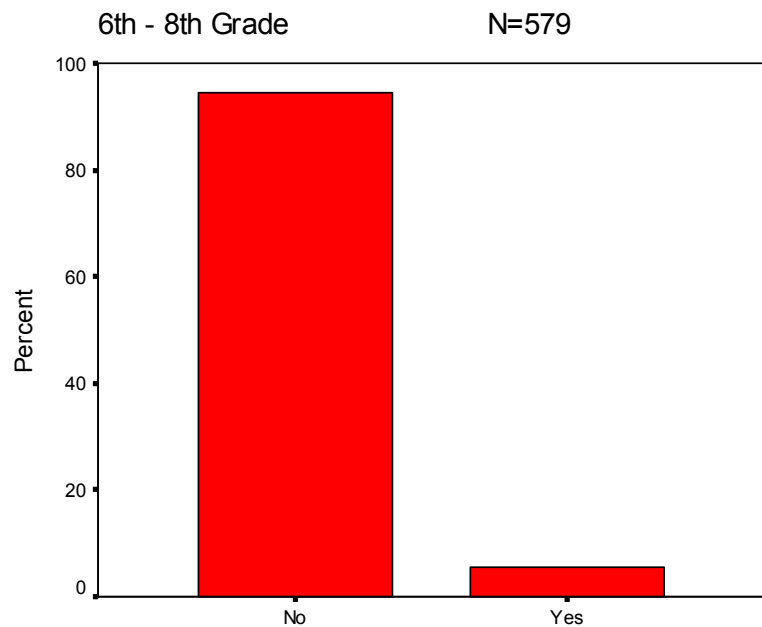
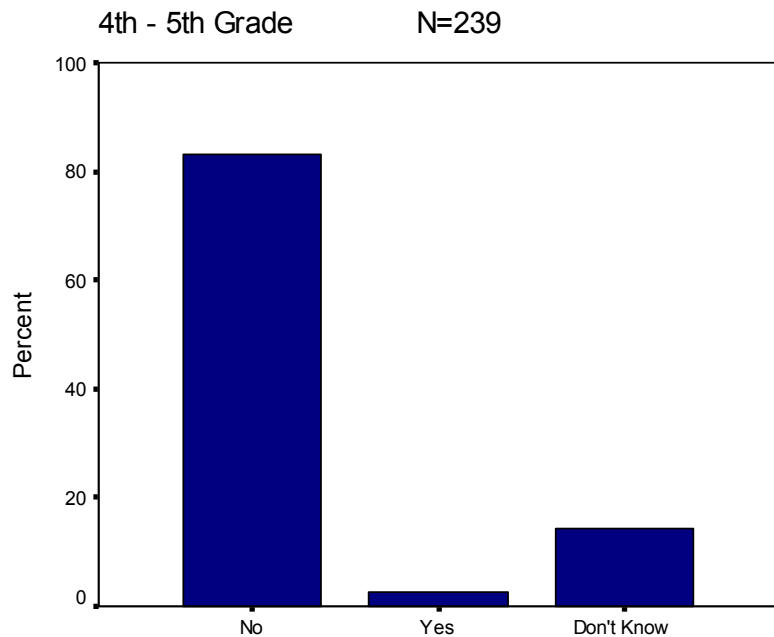
Tobacco Lifetime Use



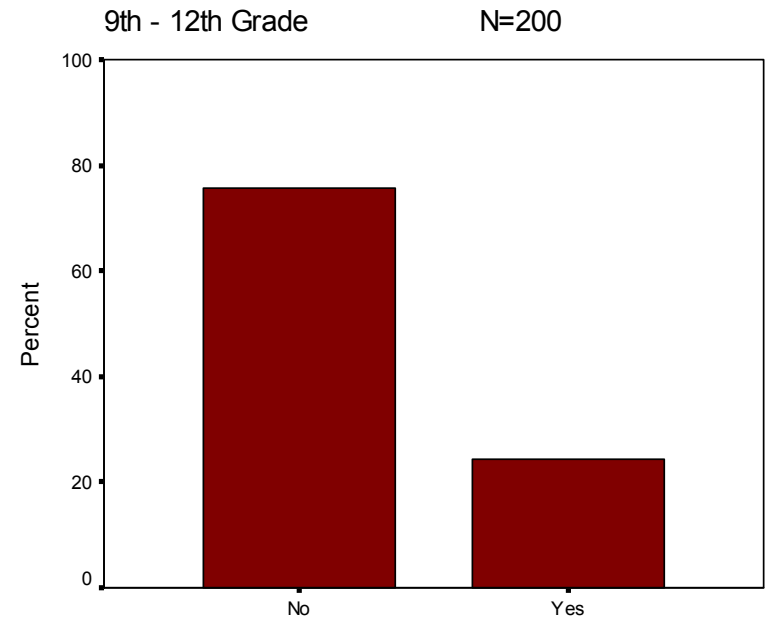
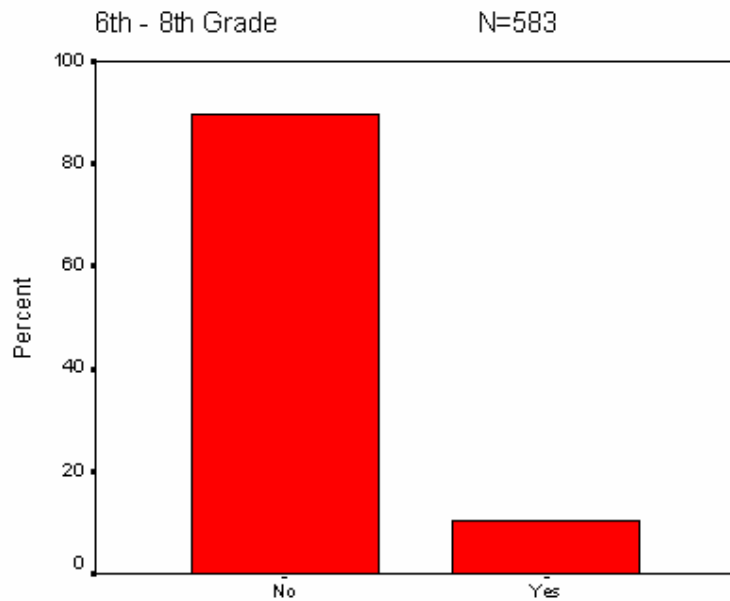
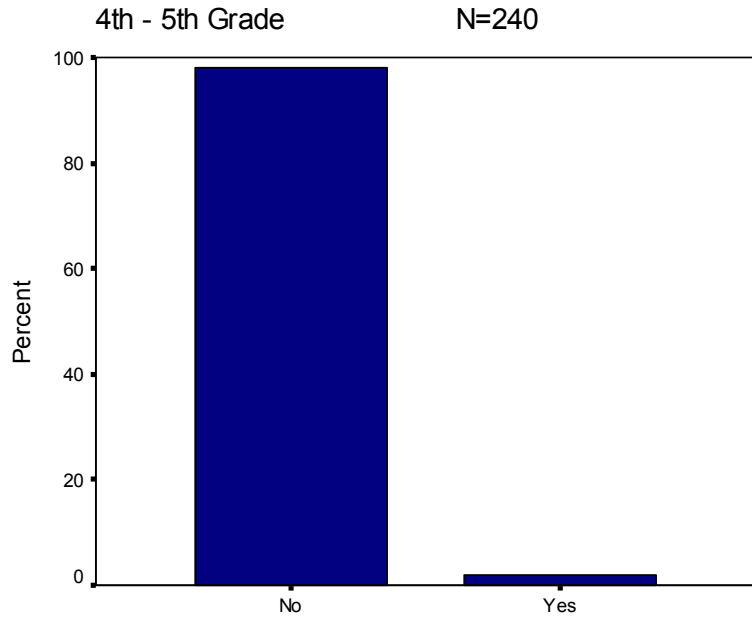
Alcohol Lifetime Use



Marijuana Lifetime Use



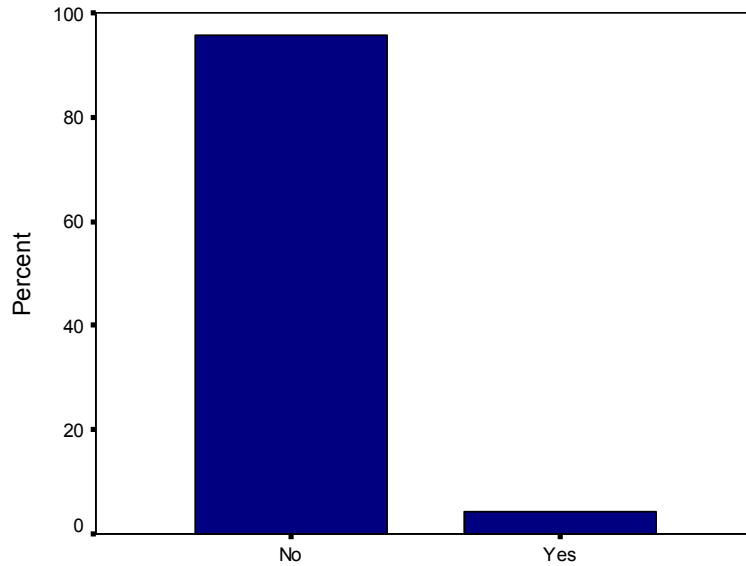
Tobacco Past Month Use



Alcohol Past Month Use

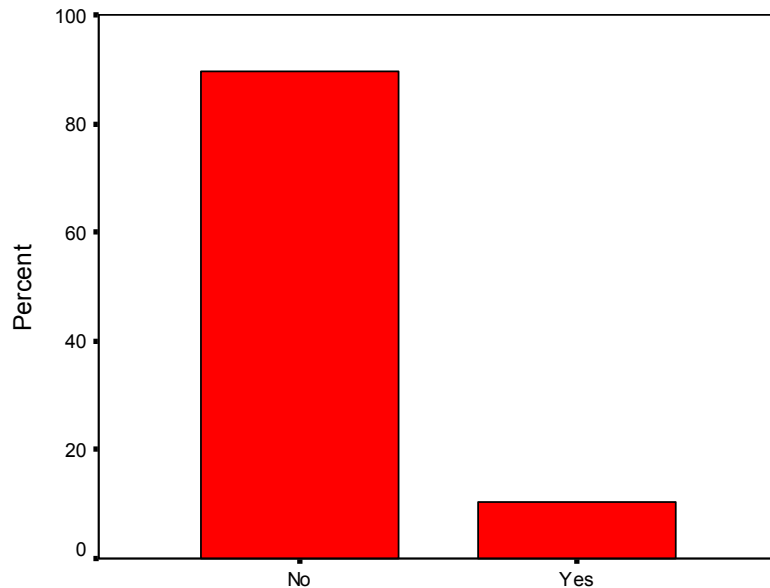
4th - 5th Grade

N=239



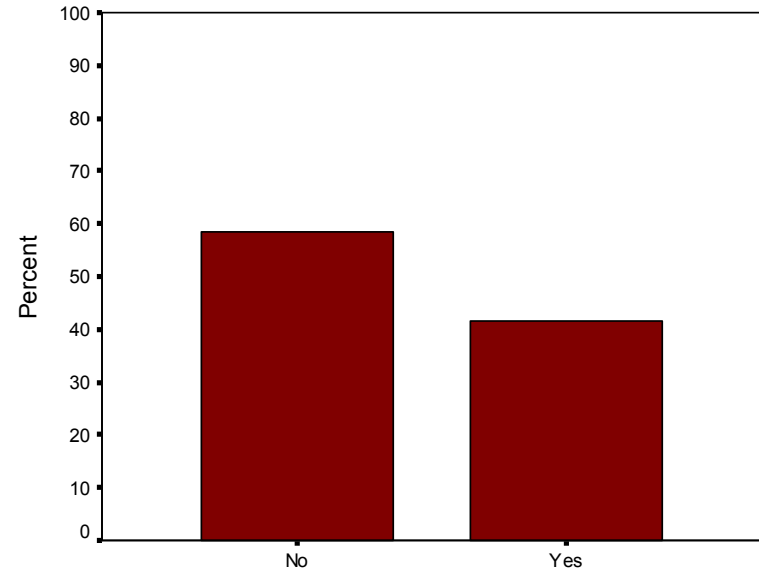
6th - 8th Grade

N=583

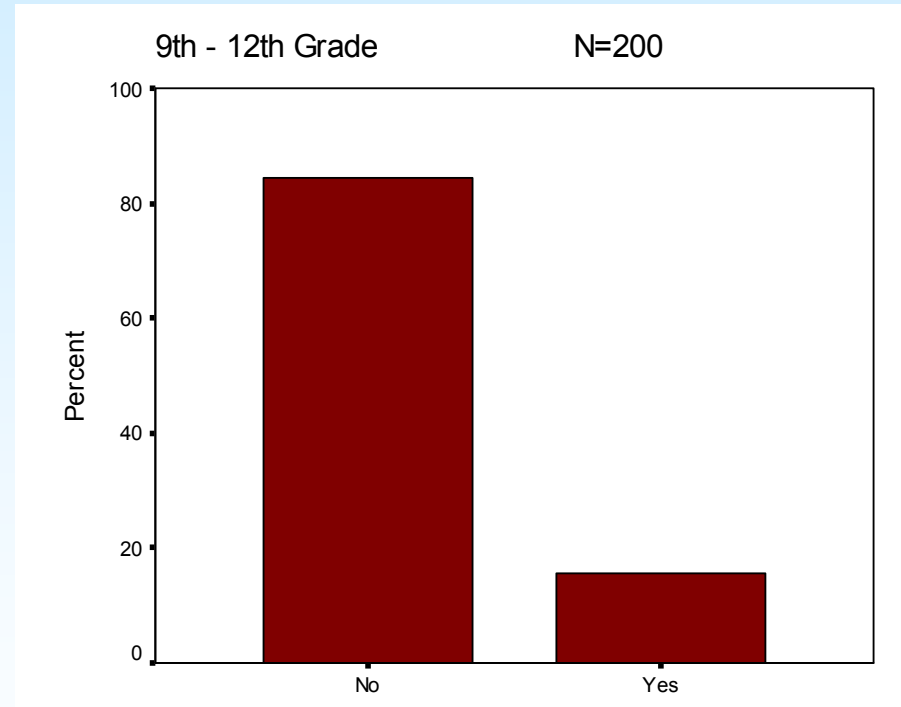
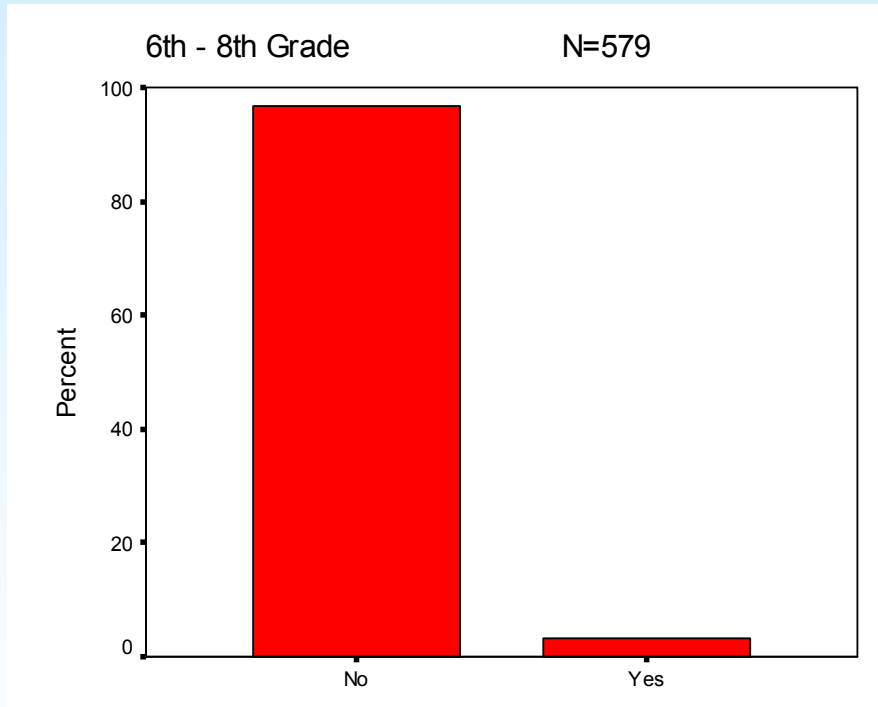


9th - 12th Grade

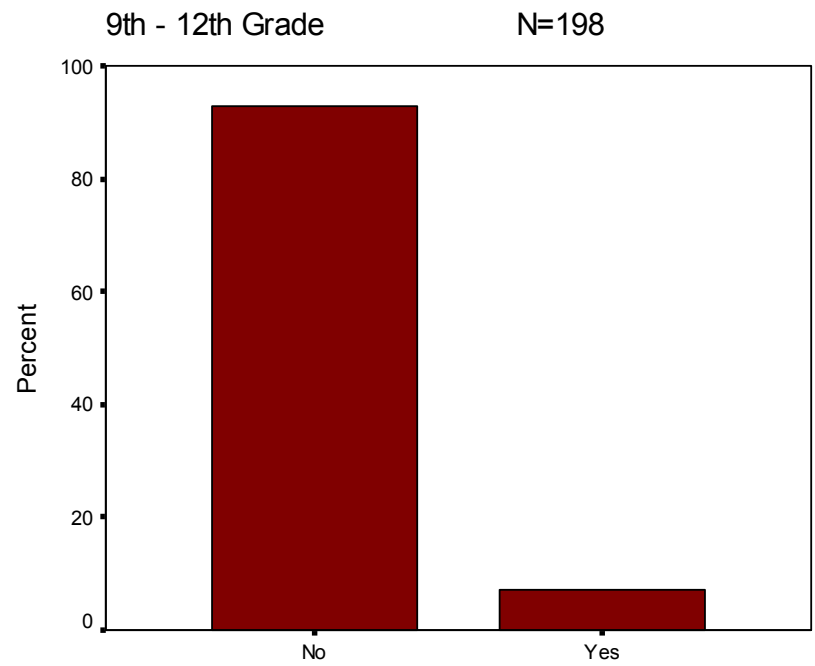
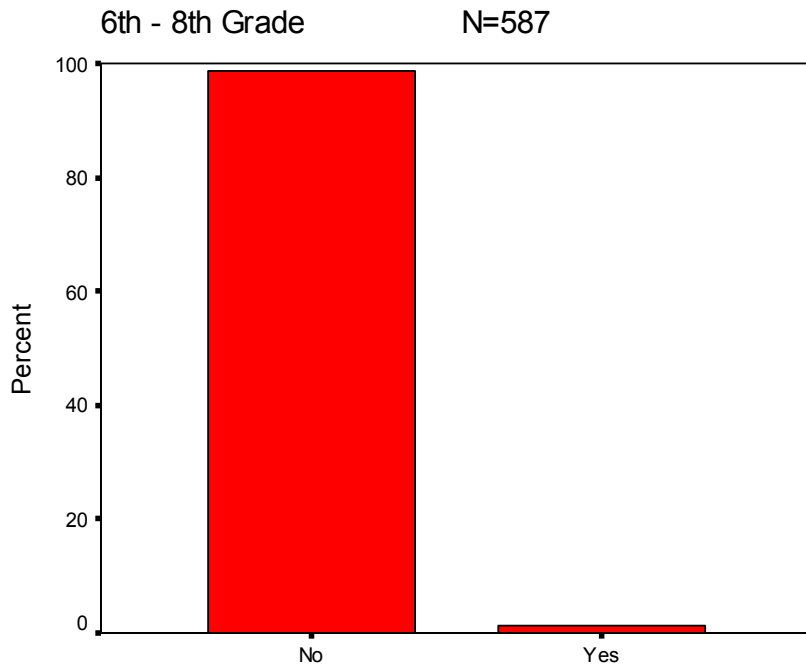
N=200



Marijuana Past Month Use

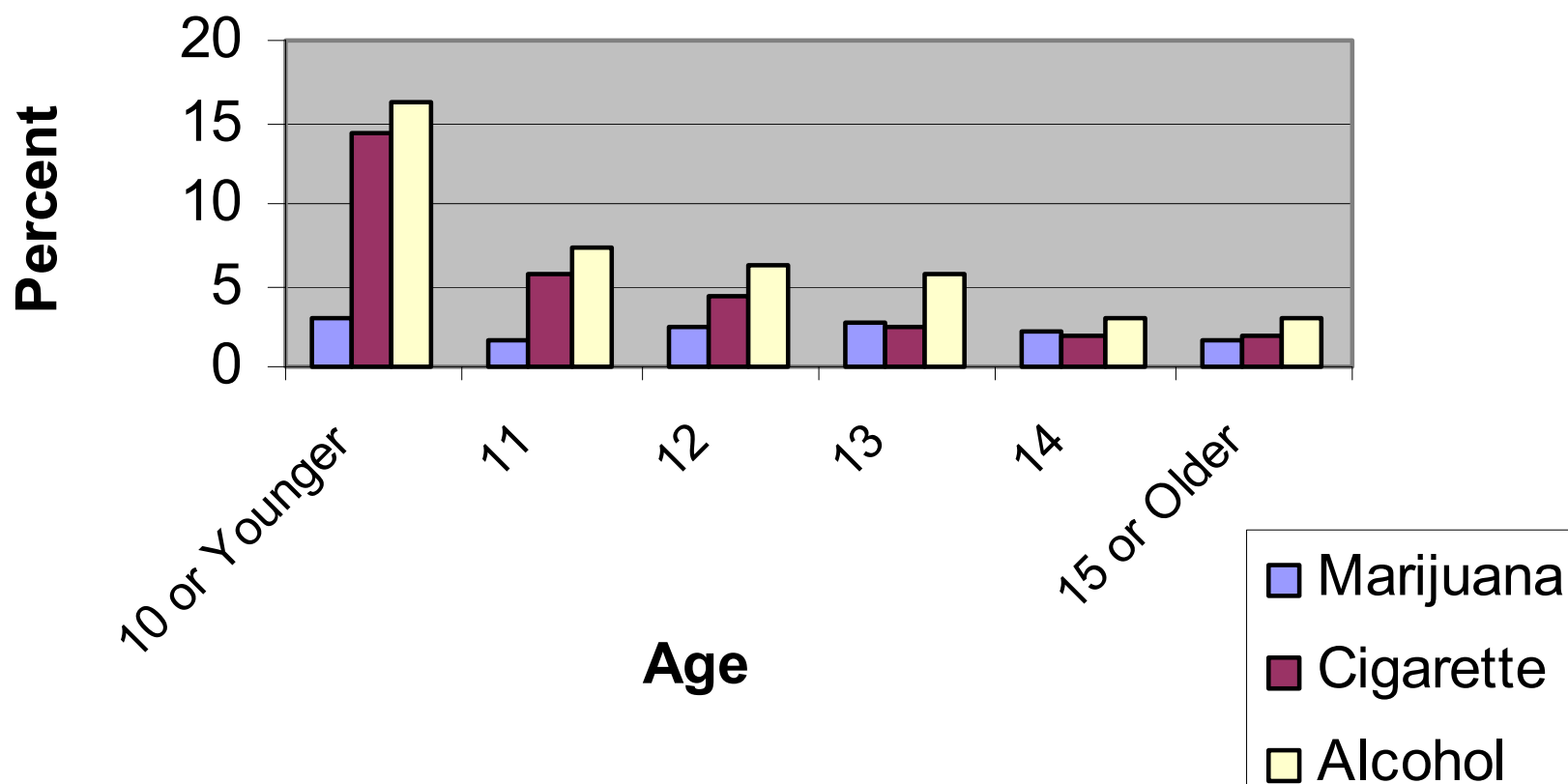


Methamphetamine Lifetime Use



6-12 Grades

Age of First Use

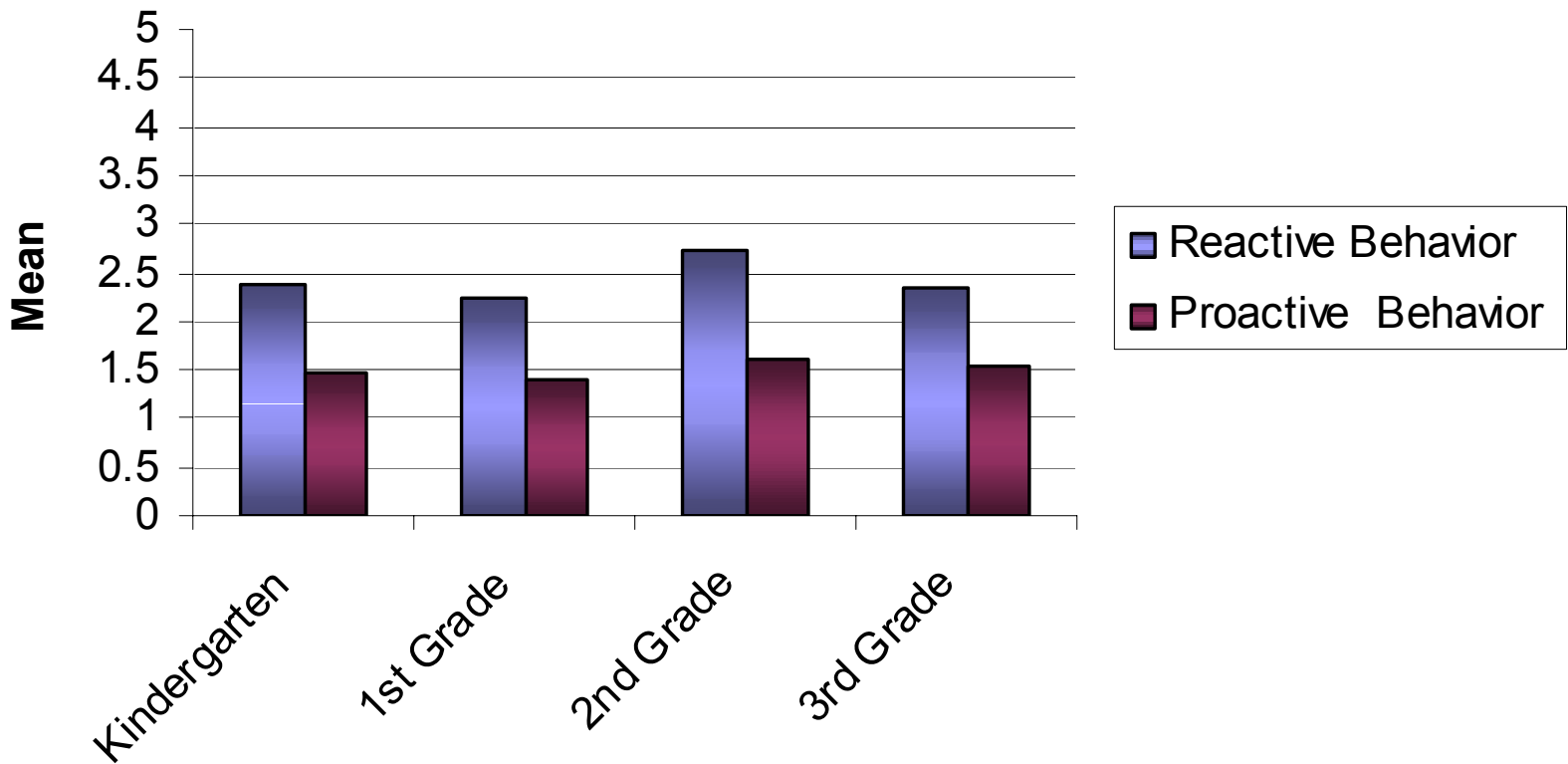


K – 3rd Graders Behavior Scales

Baseline Data

Aggressive Behavior

Teacher Checklist



Social Competence Scale

K - 3

Teacher's perceptions of child's social competence.

- **On a 1 – 5 scale, high is more competence**
- **Total Mean is 3 – 3.5**
- **Small difference male/female**
- **Boys higher on both aggressive measures**
 - **Reactive and proactive scale**

SPIRIT Next Steps

- **Methodology**
- **Fidelity**
- **Survey**